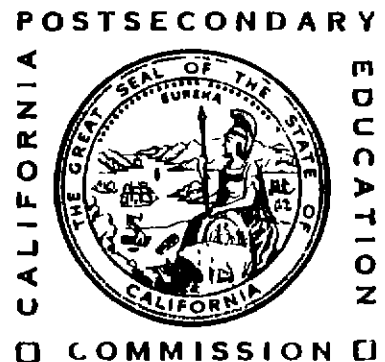


# PROGRESS ON REGIONAL ACADEMIC PLANNING

*A Staff Report to the Commission  
in Response to the First in a Series  
of Joint Reports on Regional Academic Planning  
by California's Public Systems  
of Higher Education*

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION  
1303 J Street ♦ Suite 500 ♦ Sacramento, California 95814-2938





**COMMISSION REPORT 94-5**  
**PUBLISHED APRIL 1994**

*Contributing Staff* Joan S. Sallee

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# PROGRESS ON REGIONAL ACADEMIC PLANNING



## CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

APRIL 1994

COMMISSION REPORT 94-5

# Summary

The Supplemental Report of the 1993 Budget Act calls on the California State University, the University of California, and -- to the extent possible -- the California Community Colleges "to consult with each other on a regional basis as plans for campus budget reductions are developed, in order to ensure that particular geographic regions continue to offer an adequate balance of academic program offerings and courses" The language requires that the three systems report jointly to the Commission and the Legislature by February 15, 1994, 1995, and 1996, on their efforts to comply with the Legislature's directive

In February 1994, the State University and the University of California submitted a joint report to the Commission as required, and, in this agenda item, the Commission staff summarizes that report and comments on its substance, after offering a brief history of regional planning in higher education and of legislative and Commission efforts over recent decades to encourage such planning The appendix to the document reproduces the universities' report in its entirety

The staff includes these comments on the universities' report (pp 6-7)

"First, while existing collaborative ventures are important to recognize and document, as this first university report does in some detail, establishing new and perhaps different arrangements so that particular geographic regions continue to offer an adequate balance of academic program offerings and courses will undoubtedly be necessary

"Second, the Supplemental Budget Language mentions that the universities should consult with the California Community Colleges 'to the extent possible,' but true regional planning cannot occur without that consultation The Commission staff believes that representatives of the community colleges and independent institutions should be partners with those of the two public universities in regional planning

"Third, although the report identifies the Intersegmental Program Review Council as a locus for consideration of statewide rather than strictly campus or even systemwide needs, neither the Council nor the Intersegmental Committee of the Academic Senates can be a substitute for regional planning among the four segments Successful statewide planning will require activities at every level

"Finally, the early conclusion that the focus of the joint meetings would be on 'opportunities and incentives for intersegmental cooperation and complementarity in the region, rather than on program discontinuation per se' may be premature in view of the explicitness of the Supplemental Budget Language"

The Educational Policy and Programs Committee of the Commission discussed this report at its meeting of April 18, 1994 Additional copies of the report may be obtained from the Commission at Suite 500, 1303 J Street, Sacramento, California 95814-2938, telephone (916) 445-7933

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*On the cover:* Geographic regions proposed by the Commission for program planning in 1978

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# Progress on Regional Academic Planning

**Introduction** As their resources have dwindled, California's colleges and universities have had to make decisions about the services and programs they can offer. Although most campuses have struggled to protect their academic core, programs have assuredly been adversely affected, either indirectly through cost-cutting measures like early retirements or directly through programmatic reduction, consolidation, or elimination. As a result of legislative concern about the impact of such decisions on student access, the Supplemental Report of the 1993 Budget Act included the following language related to long-term planning for program and course offerings in higher education:

It is the intent of the Legislature that the University of California (UC), the California State University (CSU), and, to the extent possible, the California Community Colleges (CCC) consult with each other on a regional basis as plans for campus budget reductions are developed, in order to ensure that particular geographic regions continue to offer an adequate balance of academic program offerings and courses.

The three systems are required to report jointly to the policy and fiscal committees of the Legislature, the Joint Legislative Budget Committee, and the Commission by February 15, 1994, 1995, and 1996, on their efforts to comply with this directive. The item concluded by requesting that the Commission, if it deemed necessary, should convene a working group of the three segments to facilitate delivery of the report.

Representatives on the Commission's Intersegmental Program Review Council reported at the Council's November and January meetings on the progress of the segments in preparing the first of these reports, and, as a result, the Commission did not convene a special working group for the report. In mid-February, staff of the State University and the University submitted the report, *Regional Academic Planning*, as required. The 21-page report, which is reproduced in the appendix, includes information about current regional cooperation and consultation and describes the beginnings of plans for further cooperation as developed by the vice presidents of academic affairs in the State University and the University's vice chancellors for academic affairs.

The purpose of this agenda item is to offer as context a brief history of regional planning in California higher education, summarize the *Regional Academic Planning* report, and comment about the work completed to date by the segments and that which remains.

**History  
of regional  
planning  
in California  
higher education**

“Regional planning is nonexistent, except in a few highly specialized instances. Limited planning has occurred at the segmental level. Not surprisingly, its concern has been primarily with segmental interests and aspirations. Without a coordinated state approach, segmental planning can only be fragmentary and cannot assure quality and quantity of educational services to the people of California. In times of abundant resources such fragmentation may go unnoticed. In times of scarce resources, as the state needs to maximize educational opportunities and benefits, it is intolerable” (p. 30)

This statement may mistakenly be attributed to a critic of higher education today, but it appeared in the 1973 *Report of the Joint Committee on the Master Plan for Higher Education*. Concern about the need for regional planning predated that report, with the major proposal for change occurring five years before, in a 1968 report issued by the Joint Committee on Higher Education chaired by then-Assemblyman Jesse Unruh. In the “Unruh Report,” as it came to be known, the committee called for a reorganization of the three-tier structure of higher education that it saw as a barrier to effective cooperation. The committee proposed instead a single board for general governance of a unified system of higher education, with regional councils coordinating the institutions within each region. The councils were expected to bring the institutions together on a regular basis to discuss mutual problems and determine solutions based on regional cooperation.

That radical proposal for regionalism was ultimately rejected by the Legislature, but in 1969, the Legislature mandated regional planning throughout the State in 12 regions and set guidelines for the articulation of educational programs among high schools, colleges, and private schools. In 1971, the then-Coordinating Council for Higher Education recommended federal funding for a proposed planning effort in one of these regions -- “Extending Higher Education Services in Northeastern California.” The proposal was developed by Council staff in consultation with representatives from the eight public institutions in the area: Chico State College (now California State University, Chico), six community colleges -- College of the Siskiyous and Butte, Feather River, Lassen, Shasta, and Yuba Colleges -- and the University of California, Davis. Subsequently funded by the U.S. Office of Education, the study identified training needs not currently being met in this economically depressed 13-county area and explored alternative delivery systems. Its findings are contained in two Council reports -- *Northeastern California Higher Education Study* (1972) and *A Supplemental Report to the Northeastern California Higher Education Study* (1973). Two of its important outcomes were the reconstituting of the Northeastern California Area Planning Council into the Northern California Area Planning Council (NCAPC) and the broadening of the Council’s focus from vocational education to all matters dealing with higher education.

In June 1973, the Coordinating Council described NCAPC as an alternative to the regional councils mandated in 1969, having concluded that “success of these regions has been slow to come by, burdened by the inability of lay advisory commissions to function quickly and the traditional provincialism of member institutions” (p. 1).

Continuing interest in regional planning prompted the passage of ACR 159 in 1974 that directed the newly-formed California Postsecondary Education Commission to develop and submit to the Legislature and the Governor "a plan for establishing regional postsecondary educational councils throughout California, subject to the following conditions

- 1 Each council shall be composed of community representatives and representatives of each postsecondary institution within the region,
- 2 The regional councils shall promote interinstitutional cooperation and comprehensive regional planning, and
- 3 Specific functions shall include
  - a Surveying total demand, present and projected, for postsecondary education in each region,
  - b Surveying availability of public and private resources to meet demands for postsecondary education,
  - c Finding methods for effectively utilizing or increasing educational resources, and
  - d Encouraging the development of policies and procedures for the cross-registration of students and sharing of faculty and facilities "

Commission staff developed a plan for such regional councils and proposed a Competitive Proposal Pilot Program as the best approach to establishing them. In conducting interviews and searching relevant literature as a base for its work, staff identified a number of reasons for regional planning that are still appropriate

- 1 To expand educational opportunities without increasing the number or size of institutions,
- 2 To improve the quality of educational programs and effectiveness of institutional operations at minimal cost,
- 3 To reduce unnecessary duplication, increase cooperation, and provide for a better delineation of responsibilities among institutions in a region,
- 4 To improve planning, needs assessment, and management of scarce resources,
- 5 To encourage cooperative use of such resources as facilities, computers, or libraries,
- 6 To facilitate change, innovation, and experimentation,
- 7 To cooperatively gather and disseminate information, and
- 8 To increase understanding of social, political, and economic problems in the community and region ( 1976, p 4-5)

The State's quest for regional planning progressed with the publication in 1975 of a report prepared by Richard E. Peterson and others for the Legislature, *Postsec-*



*ondary Alternatives to Meet the Educational Needs of California's Adults* In it, the authors argued for regional planning on a number of educational grounds, among them, cost-effectiveness, articulation, and conflict resolution

The *region*, rather than the town or the state, should be the primary level for program planning and coordination The objective is effective utilization of all available resources in the region to meet the unique configuration of educational needs existing in the region Costly resources could be shared, rather than duplicated Articulation (transfer of students) among institutions could be facilitated These and other day-to-day problems and tensions can arguably be more satisfactorily resolved at the regional than at the statewide level (p 113)

The Legislature rejected most of Peterson's proposals but passed Assembly Bill 1821 (1975), mandating regional councils for adult and vocational education in order "to review and make recommendations on vocational and adult continuing education courses and to prevent unnecessary duplication of such courses within a region "

Significantly, the early part of the 1970s was a period of scarcity for higher education, and the Legislature turned to regional planning as a means to better utilize the State's resources Now, regional planning is once again being mandated because of scarce funds and increased competition among institutions for limited resources

In its 1976 report, *Regional Planning for Postsecondary Education Objectives, Obstacles, Alternatives*, the Commission identified many of the obstacles to regional cooperation and planning as offshoots of America's unique system of postsecondary education -- "a system historically characterized by institutional autonomy, diversity, decentralization, and free competition" (p 6) In its delineation of the most important of these obstacles, the Commission noted two that are as applicable to contemporary planning efforts as they were two decades ago " the most difficult obstacle to surmount is what each institution should sacrifice to the cooperative endeavor, this, indeed, is the reason that most cooperative efforts have dealt only in matters peripheral to institutional interests" (p 6) Furthermore, the Commission agreed with Bunnell and Johnson who declared that "difficulties are more likely to arise when interinstitutional cooperation demands basic internal changes that are essentially subtractive rather than additive -- when a department must stop giving a major because it is being offered by a stronger department at a nearby cooperating institution " (p 6)

These two issues can still sound the death knell for regional intersegmental planning

#### **The response to the Supplemental Budget Language**

As a first step in responding to the Supplemental Budget Language cited earlier, the California State University and the University of California prepared a proposal for intersegmental consultation on academic program offerings which noted that

the regional planning process would begin with closer collaboration between the State University and the University, and then add the California Community Colleges and independent institutions in subsequent years. The proposal also observed that the focus of the joint meetings would be on “opportunities and incentives for intersegmental cooperation and complementarity in the region, rather than on program discontinuation per se” and that the delineation of regions remained to be resolved.

On November 30, 1993, the State University’s vice presidents of academic affairs and the University’s vice chancellors for academic affairs held their first meeting in response to the Supplemental Budget Language. Commission staff recommended that representatives from the community colleges, the independent institutions, and the Commission be invited either as participants or observers. An invitation was later extended to the vice chancellor for curriculum and instructional resources in the Chancellor’s Office of the California Community Colleges to attend the meeting.

The range of issues discussed at that first meeting are no doubt reflected in the report that also identifies several areas in which additional activities might occur. For example, the report states that “a first task of the new regional planning endeavors is to gather information on existing programs and opportunities for further cooperation and collaboration.” It then describes existing collaborative programs that the systems see as providing a basis for expanded consultation and planning, such as

- ♦ *Joint doctorate/master’s programs*. Discussions about the need for additional programs include plans to reconstitute the Joint Graduate Board as a means to move these considerations forward.
- ♦ *Joint programs with community colleges*. As examples of these programs, California State University, Chico, and Butte College each offer lower-division courses to students in both institutions to complement each other’s programmatic capabilities. Cal Poly San Luis Obispo and Cuesta College now offer a joint associate degree in agriculture. Several State University campuses offer upper-division and graduate instruction on community college campuses. Reverse arrangements are illustrated by San Diego Mesa College’s offering courses in mathematics and English on the campus of the University of California, San Diego, which provides classroom space and teaching assistants, and by the similar arrangement of San Diego City College with San Diego State University.
- ♦ *Other Cooperative Programs*: Among these programs are the California Alliance for Minority Participation, the California Pre-Doctoral Program, joint agreements between the University of California, San Diego, and San Diego State University through which San Diego State faculty teach courses at the University that are required but for which the University has no permanent faculty, and the manufacturing extension coalition established by California State University, Long Beach, and UCLA.

The report includes a lengthy list of illustrative examples of current collaboration

in Appendix III, and it mentions new opportunities for cooperation -- namely the systemwide offices' intention to keep each other apprised about new programs and program discontinuations and to establish periodic meetings between the senior vice chancellor for academic affairs at the State University and the University provost. It then identifies several areas where "additional cooperation may be increasingly desirable and effective" -- foreign language instruction, distance learning and educational technology, library resources, school reform and preparation of educators, and additional programs in underserved areas.

The report strongly suggests that "fixed, geographically-based definitions of region are not advisable or necessary in order to achieve regional planning and may indeed be counterproductive." However, where some regional definition already exists -- for example, the organization of the California Community Colleges into ten regions for adult non-credit education -- these divisions could serve as a basis for incorporating other institutions into a planning unit.

Two additional meetings of the universities' vice presidents and vice chancellors are planned for this year -- one in the Los Angeles area this spring, and the other in northern California this fall. The agenda for the spring meeting will include regional cooperation on language teaching and learning, and representatives from the community colleges and independent colleges and universities will be invited to participate, as will deans responsible for these programs.

According to the universities' report, possible agenda items for the fall meeting include faculty incentives for participation in joint programs, new processes that promote faculty interactions, opportunities for professional development across system lines, and the seeking of new research space.

This intersegmental planning will build upon increased efforts in the two university systems to strengthen their own planning processes and to share resources among their own campuses. According to the proposal issued last fall, the State University's vice presidents for academic affairs were already discussing procedures for developing and offering programs on a regional basis, and the University's Office of the President had established a new Academic Planning Council, with joint administrative, Senate, and student representation to replace the Academic Planning and Program Review Board (APPRB).

New planning activities for regions will also be able to build upon two existing mechanisms for intersegmental consultation -- the Intersegmental Committee of the Academic Senates (ICAS), which agreed at its December 3 meeting to create a subcommittee to explore the status of foreign language instruction in the systems, and the Intersegmental Program Review Council (IPRC), the body advisory to the Commission that provides a forum for sharing academic program planning information among the systems.

**Conclusions** The Commission staff agrees with the observation of one segmental representative that "regional cooperation requires delicate negotiations and early involvement of

all players who need to make it work. That process has begun within as well as between the segments. The climate has never been better to see some real strides made." The staff also believes, however, that as the systems move forward in their regional planning efforts, they must be cautious on several counts.

First, while existing collaborative ventures are important to recognize and document, as this first university report does in some detail, establishing new and perhaps different arrangements so that particular geographic regions continue to offer an adequate balance of academic program offerings and courses will undoubtedly be necessary. Indeed, Assembly Bill 2895 (Archie-Hudson), if passed, would direct the public systems, in consultation with the independent institutions, to develop and submit to the Legislature and Governor by January 31, 1995, intrasegmental, intersegmental, and regional specialization agreements for the following areas: basic skills and transition instruction, instruction in professional disciplines, vocational and occupational training, expansion of joint doctoral programs, and postsecondary enrollment of high school students. The systems may wish to forge new directions themselves, rather than await legislative prescription.

Second, the Supplemental Budget Language mentions that the universities should consult with the California Community Colleges "to the extent possible," but true regional planning cannot occur without that consultation. In addition, the State's independent institutions represent an essential component of any collaborative arrangement, and the Association of Independent California Colleges and Universities (AICCU) has offered to coordinate the independent institutions' participation. The Commission staff believes that representatives of the community colleges and independent institutions should be partners with those of the two public universities in regional planning.

Third, although the report identifies the Intersegmental Program Review Council as a locus for consideration of statewide rather than strictly campus or even systemwide needs, that role is tenuous at best. The Postsecondary Education Commission is, of course, advisory in nature, and it currently has legislative authority only to review proposals for new programs -- not program discontinuations. Its deliberations, therefore, as well as those of the Council, must be sensitive to institutional autonomy and faculty prerogative regarding the curriculum, and the Council must reach its decisions through consensus and persuasion. Nonetheless, the members of the Council have made progress in their consideration of statewide planning issues in a number of areas, including the availability for the first time of information on proposed programs in the independent institutions. However, neither the Council nor the Intersegmental Committee of the Academic Senates -- identified in the report as existing mechanisms for intersegmental consultation -- can be a substitute for regional planning among the four segments. Successful statewide planning will require activities at every level.

Finally, the early conclusion that the focus of the joint meetings would be on "opportunities and incentives for intersegmental cooperation and complementarity in the region, rather than on program discontinuation per se" may be premature in view of the explicitness of the Supplemental Budget Language. This same con-

cern holds for the report's suggestion that "fixed, geographically-based definitions of region are not advisable or necessary in order to achieve regional planning and may indeed be counterproductive." No basis for these conclusions is found in the universities' report, and both restrictions appear to warrant more careful consideration and analysis.

The Commission staff believes that a systematic, comprehensive, statewide, and intersegmental perspective should be the lens through which further regional deliberations are viewed, so that the following issues, among others, can be addressed:

- ♦ How are students being served?
- ♦ Do they have access to programs across the State?
- ♦ How can collaboration strengthen existing programs?
- ♦ To what extent should programs be created and maintained in response to student demand? to societal need?
- ♦ What are the academic priorities of each system? each campus?
- ♦ How can collaboration lead to the reshaping of the academic enterprise in a manner that permits each institution to utilize its strengths most effectively?

The task will not be easy. Higher education has built strong protections against change both in law and by tradition. Donald Kennedy, former president of Stanford University, has observed that "tenure, disciplinary loyalty, the structure of academic politics, monumental physical arrangements, and investment patterns favor a stability that may be very useful in some ways, but makes it difficult for the university to take new directions nimbly."

At the same time, the current situation is not simply a matter of intransigence on the part of the academy. The problems confronting all of higher education in this decade are enormous, complex, and difficult. Higher education is receiving multiple and sometimes conflicting messages on the one hand about being accountable and operating more efficiently and, on the other, about serving all the educational needs of the public. Recall the public outcry made when proposals for programmatic discontinuation were suggested by campuses in the recent past.

California has benefitted from its three-tier structure of public higher education as set out in the 1960 Master Plan and from the partially overlapping, yet still distinctive, missions of the public systems, along with the State's many and varied independent institutions. That distinctiveness means that institutions and programs within those institutions have assumed their own identities. Accordingly, if a program in one system is disestablished, there will be a natural sense of loss, a feeling of deprivation on the part of the faculty, the students, the institutions, even the larger public. But it does not mean that consolidation cannot or should not occur.

The purpose of regional planning, however, is not necessarily to discontinue programs. As described on page 3 in the historical context for this agenda item, the reasons for regional planning are far more numerous and positive than that singu-

lar subtractive one. Regional planning has the potential to expand, improve, respond, increase, and change. It is not a panacea, it is a challenge rife with difficult issues. But at perhaps no time in its history has it been more necessary for higher education in California to take on that challenge, to explore new directions, and to make hard choices about its future.

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California State University  
Office of the Chancellor

University of California  
Office of the President  
February, 1994

## REGIONAL ACADEMIC PLANNING

### Introduction

Item 6420-001-001 of the Supplemental Report to the Committee on Conference on the 1993-94 Budget Act states in part:

*8. Long-term Planning for Program Course Offerings in Higher Education.* It is the intent of the Legislature that the UC, California State University (CSU), and, to the extent possible, the California Community Colleges (CCC) consult with each other on a regional basis as plans for campus budget reductions are developed, in order to ensure that particular geographic regions continue to offer an adequate balance of academic program offerings and courses. The UC, the CSU, and the CCC shall report jointly to the policy and fiscal committees of the Legislature, the Joint Legislative Budget Committee, and the California Postsecondary Education Commission (CPEC) by February 15, over a three-year period beginning in 1994, on their efforts to comply with this section (Attachment I).

The University of California, the California State University, and the California Community Colleges share the Legislature's concern for the balance of academic offerings within regions of the state. Considerable regional and statewide consultation already takes place, enhancing the ability of individual institutions to meet regional needs for academic programs, and the systems have taken steps to increase that consultation.

To begin the process of responding to the budget language, UC and CSU developed a "Proposal for Intersegmental Consultation on Academic Program Offerings" (Attachment II). While recognizing that the concern of the Legislature arose primarily because of planning to accommodate budgetary reductions, both UC and CSU believed strongly that the recommendation for increased regional planning provided an opportunity to focus on enhancing intersegmental cooperation and complementarity in the various regions of the State. The Proposal was endorsed by the UC Academic Vice Chancellors and the CSU Academic Vice Presidents, and a meeting of these two groups was held on November 30, 1993. Given the large number of Community Colleges, it was not feasible to include all the Chief Instructional Officers from the Community Colleges in this first meeting. A representative of the California Community Colleges Chancellor's Office was invited to attend. It is anticipated that the Community Colleges will be actively involved in the planning process at the regional level, and additional meetings are planned for the southern part of the state in spring, 1994, and in the northern region in fall, 1994.



New planning activities for regions will be able to build on existing mechanisms for intersegmental consultation, which include such bodies as the Intersegmental Committee of the Academic Senates (ICAS) and the Intersegmental Program Review Council (IPRC):

The Intersegmental Committee of the Academic Senates (ICAS) is composed of faculty members from UC, CSU, and the Community Colleges. This body developed the Intersegmental General Education Transfer Curriculum (IGETC) which is a single pattern of courses that meets lower-division general education requirements at all UC and CSU campuses and thus makes the transfer process smoother for students who are not sure when they enter a community college where they wish to complete their baccalaureate studies. The ICAS continues to monitor the articulation process. This group also developed Statements of Competencies across subjects for entering freshmen and continues to provide this information to K-12 schools. At its December 3, 1993, meeting, the ICAS agreed to create a subcommittee to explore the status of foreign language instruction in the segments.

The Intersegmental Program Review Council (IPRC), under the auspices of the California Postsecondary Education Commission (CPEC), provides a forum for sharing academic program planning information among the systems and advises CPEC about academic program planning. In the past, IPRC has been concerned primarily with program additions. It is now faced with some new tasks as recent budget cuts lead to downsizing and possible discontinuation of programs for budgetary reasons. (Occasional program discontinuation has long been a normal part of academic program realignment as student interests and employment demand shift.) In these circumstances, the State, or a particular region of the State, could be left without a given program for which there is still need. For example, preliminary campus plans for academic downsizing and restructuring at both UC Berkeley and UC Los Angeles included proposals for the elimination of the schools of library science. Elimination of both UC programs would leave the State with only one library science program, at San Jose State University. This possibility raised considerable concern and highlighted the absence of regularly established mechanisms for assessing the statewide effect of program discontinuation. UC and CSU are now reviewing their own policies and procedures for program disestablishment and have shared this information with the IPRC. In responding to such concerns, the IPRC is now developing a set of principles that would take existing policies into account while providing a locus for consideration of statewide rather than strictly campus or even systemwide needs. The IPRC is interested in ensuring that alternatives to program discontinuation that involve intersegmental cooperation are readily available for consideration by campus and system decision-makers.

## **I. Existing Joint and Collaborative Programs**

A considerable number of joint and collaborative programs between UC and CSU already exist. Some are formal degree programs such as the joint doctoral and master's programs, but there are other cooperative programs and many informal channels of communication and consultation among campuses in various regions of the State. A first task of the new regional planning endeavors is to gather information on existing programs and opportunities for further cooperation and collaboration. Complemented by the regular meetings of IPRC and ICAS, these can provide the basis for expanded consultation and planning. An illustrative (but not exhaustive) list of such programs is provided in Appendix III.

### **a) Joint Doctorate/Master's Programs**

A total of eleven joint doctoral programs are now offered through the cooperation of UC and CSU campuses. Four are in education, and the remainder are in biology, chemistry, clinical psychology, ecology, engineering science, geography, public health-epidemiology. In addition, San Francisco State and UC San Francisco jointly offer a Master of Physical Therapy program. In considering establishment of joint doctoral programs, the universities give attention to state and regional needs, job-market demands, the availability of equivalent programs, and the extent to which the resources of the cooperating institutions are complementary. In some cases, there is a closely related doctoral program at the participating UC campus; the participation of the CSU campus permits the establishment of a program with a somewhat different focus and an ability to serve a different population of students. In other cases, each of the collaborating campuses brings such distinct resources to the effort that the resulting program is quite different from any program that either of the institutions could offer by itself.

Establishment of joint doctorate/master's programs is typically an extended process and continuity of leadership on both sides is helpful in developing a program. The initiation of the process may be stimulated by the recognition of a regional need in a particular discipline or grow out of scholarly collaboration among faculty at the two institutions. Regardless of the original stimulus, faculty commitment is essential and it takes time to build the necessary relationships between the faculties of two institutions. In the instance of the joint doctorate in Educational Leadership in Fresno, both UC and CSU quickly recognized a need to provide additional service to the San Joaquin Valley, but the development of common goals and a common purpose among faculty was a more deliberate process.

Clearly, it has been easier to build relations between faculties of two or more institutions when the campuses are in close proximity, and the resulting programs tend to be especially attractive to students who are bound to the area by work and family commitments. Proximity allows for a large variety of associations between campuses, provides opportunities for faculty to interact in a variety of settings, and shortens the

lead time necessary for the establishment of new programs. The successful programs developed between UC San Diego and San Diego State University are cases in point, as is the joint Master of Physical Therapy program, which has just received accreditation for eight years and is already impacted. As various electronic means of communication between campuses become more effective and less costly and as collaboration between researchers at distant sites becomes routine in the academic community, the prospects improve for successful joint doctoral programs between campuses that are relatively far apart.

Conversations between UC and CSU about the need for additional joint doctoral programs and about facilitating the implementation of such programs continue and include plans to reconstitute the Joint Graduate Board as a means to move these considerations forward.

b) **Joint Programs with the Community Colleges**

Both CSU and UC currently have agreements with local Community Colleges to teach some lower-division and pre-baccalaureate courses on university campuses. San Diego Mesa College offers courses in mathematics and English on the UC San Diego campus, which provides space and teaching assistants for the courses. San Diego City College has a similar arrangement with San Diego State University. Cal Poly San Luis Obispo, which is authorized to maintain certain two-year programs, and Cuesta College now offer a joint associate degree in agriculture. The agreement allows Cuesta students to live in Cal Poly residence halls and participate in campus life. CSU Chico and Butte College each offer certain lower-division courses to students in both institutions, enabling each to complement the other's programmatic capabilities. In addition, several CSU campuses offer upper-division and graduate instruction on community college campuses. (The upper division courses are often designed especially to serve students who completed lower-division study at the community college and are offered in person or through interactive video by faculty employed by the university.)

c) **Other Cooperative Programs**

UC and CSU are involved in a number of cooperative programs and many campuses within particular regions of the State have developed informal channels of communication that allow for consultation and cooperation on a wide variety of projects. The majority of the programs concern some important aspect of student preparation, retention, recruitment into graduate education, or post-graduate job placement. Some also involve the Community Colleges and/or the independent colleges and universities. Examples of the kinds of programs currently in existence include.

- The California Alliance for Minority Participation (CAMP), a joint program of UC, CSU, and Community College campuses, works to increase the numbers of minority students in the science/math pipeline, and also brings faculty together.

- A joint agreement between San Diego State University and UC San Diego allows students to enroll in each other's programs to pursue graduate work in selected fields, including French, music, and political science.
- The California Pre-doctoral Program, a CSU lottery-funded program, enables selected minority and women students enrolled at CSU to prepare for doctoral study by visiting -- with their CSU faculty sponsors -- doctoral programs at UC and elsewhere; participating in disciplinary symposia; and often joining structured summer research projects at UC campuses. The Minority Graduate Education Forum, an annual event sponsored jointly by UC, CSU, and independent colleges, also provides workshops about doctoral study in various disciplines, as well as opportunities to interact with representatives of graduate schools nationwide, for students from underrepresented groups.
- There is an arrangement for sharing resources under which San Diego State University faculty teach courses at UC San Diego that are required but for which UC San Diego has no permanent faculty, e.g., in structural engineering, managerial accounting, and quantitative methods.
- CSU Fresno and UC San Francisco collaborate to provide clinical experience for students in the nurse practitioner and other health-related programs and through such collaboration enlarge the medical professions pipeline.
- UC and CSU collaborate in "college evening" presentations throughout the State.

In addition to these student-oriented activities, there are a wide variety of other programs and interactions. Many are centered around particular topics or issues, such as the manufacturing extension coalition established by CSU Long Beach with UCLA and other institutions in the Los Angeles basin for defense conversion, or informal consultation by UC San Diego's graduate program in Asian languages with CSU San Marcos about Asian Studies. Others are periodic or ad hoc meetings among chief executive officers or chief academic officers of campuses in a given region, (e.g., the San Diego area, the Orange County area, the San Fernando-Santa Clarita Valley, the Bay area), which are ongoing.

## **II. New Opportunities for Cooperation**

Each system office is now involved in short- and long-range planning, all facing the twin problems of reduced State funding and anticipated enrollment increases. Each campus of the four-year systems, as it does its own planning, is required to seek permission from the system office to create programs and to inform the system office of program discontinuations. The systems have therefore agreed that it is the responsibility

of the system offices, which have statewide perspective, to keep each other updated about these plans, both through existing mechanisms for information-sharing (for example, by keeping the IRPC and CPEC informed of developments in academic planning) and by establishing new ones (for example, periodic meetings between the Provost of the University of California and the Senior Vice Chacellor for Academic Affairs at CSU and their staffs).

The development of cooperative programs in the past has been largely a result of perceived local need, faculty interest, and student demand. These factors are still operative. Beyond local and campus needs, however, the Academic Vice Presidents and Vice Chancellors identified several areas in which additional cooperation may be increasingly desirable and effective.

a) Foreign language instruction.

Foreign language instruction is an excellent target for cooperation on a statewide as well as regional basis. More effective language instruction will assist higher education in positioning the State for international competitiveness.

The closing of Ford Ord in the Monterey Bay area presents a number of opportunities for intersegmental and regional planning, given the proposed development of a new CSU campus and an adjacent UC multi-campus research unit on the Fort Ord site. With two high-quality language instruction programs already in the area, the Defense Language Institute and the Monterey Institute of International Studies, this region has the potential to become a statewide center for language instruction. Forty languages are currently taught at the existing institutes. Interactive video and computing technology could extend the reach of these programs and could supplement the residential immersion programs.

There are numerous other possibilities for cooperation among UC, CSU, and the Community Colleges to deliver language instruction more effectively. The California Council for Foreign Languages -- a twenty-five-year-old intersegmental group of faculty -- recently expressed their interest in strengthening language instruction. Discussions are proceeding in ICAS and among foreign language department chairs

b) Distance learning and educational technology.

CSU was authorized by the 1989 review of the Master Plan to take the lead in exploring and developing educational technology, and has established a network of television stations with satellite link capabilities, Instructional Television Fixed Service (ITFS) systems, and interactive video conference centers. UC campuses use educational technology for instructional improvement and several campuses now have teleconferencing facilities. UC will soon receive the final report of the Task Force on Intercampus Programs and Distance Learning, which has been studying how intercampus

programs, supported by educational technology, might facilitate the delivery of curriculum. Both systems are exploring ways of increasing cooperation between campuses within each system, and the next logical step is to find ways to expand the sharing of resources between the systems. One consequence of the increasing use of technology and the advancing state of the art is that faculty in both systems are beginning to think in new ways about teaching and the educational enterprise itself. This too is a fruitful area for the exchange of ideas. At the November 30 meeting of the UC Academic Vice Chancellors and the CSU Academic Vice Presidents, the suggestion was made that a subcommittee on educational technology be formed, with representation from the Community Colleges and independent colleges and universities, and this option will be explored further at the next meeting.

c) **Library resources.**

Funding reductions and improved technology make sharing of library resources a prime target for further cooperation between the systems. Sharing of catalogue and abstract services such as MELVYL and electronic repositories would serve to enhance the capacities of both systems. This too will be explored further in future meetings.

d) **School reform and preparation of educators.**

There is a good deal of attention being paid now to K-12 reform, and to the development of university and K-12 partnerships. Education has long been a focus of intersegmental attention and activity, and discussion is ongoing about what role each segment does and should play. Intersegmental endeavors such as the California Subject Matter Projects, the California Academic Partnership Program, and the School Improvement Committee of the Intersegmental Coordinating Council help to demonstrate the influence that cooperative efforts can have.

e) **Other Program Opportunities**

The Academic Vice Presidents and Vice Chancellors agreed that opportunities for additional programs in underserved areas should also be explored. Pooling the intellectual power of outstanding writing and mathematics instructors in the three public segments would boost our ability to improve the undergraduate experience, especially for at-risk students.

### **III. The Definition of Region**

As noted above, campuses most frequently interact with others in the same region. (This is true not only for the public systems but also for the private sector; witness the cooperative programs between UC Berkeley and Stanford, between UCLA and USC, and between CSU Long Beach and Claremont Graduate School.) Existing cooperative

programs occur within loosely defined "regions" and these vary by program. The CAMP program, for example, uses four regions: North, based at Davis; Bay Area, based at Santa Cruz; Central, based at UCLA; and South, based at Irvine. Moreover, many institutions are part of multiple or overlapping regions for different purposes. Fixed, geographically-based definitions of region are not advisable or necessary in order to achieve regional planning and may indeed be counterproductive. Where some regional definition exists, for example, the organization of the California Community Colleges into ten regions for certain segmental planning purposes, such as adult non-credit education, these divisions can serve as a basis for incorporating the institutions involved into the planning process.

Further delineation of "regions" will depend on the particular circumstances and topics under consideration. Smaller regions would be appropriate where laboratories are an issue; larger ones for the less-commonly-taught languages.

#### **IV. Next Steps**

The next two meetings of chief academic officers will take place in the northern and southern regions of the State, with the first of these planned for the spring of 1994 in the Los Angeles area. The agenda identified for that meeting is language teaching and learning. Representatives from the Community Colleges and the independent colleges and universities will be invited to participate in this meeting, as will the deans responsible for programs.

Another meeting, also to include regional Community College representatives and the independent sector, will take place in the northern part of the State in the fall. Potential agenda topics are consideration of faculty incentives for participation in joint programs, and the devising of new processes that promote meaningful faculty interactions; providing opportunities for professional development across system lines; increasing intellectual involvement and exchange of information about one another's programs; and seeking new research space, already a major need for UC, that could be jointly used by faculty from both UC and CSU.

Further development of cooperative programs will be successful if it yields truly win-win ventures, that build on mutual self-interest and a shared commitment to the highest quality, most efficient education of the people of California. Consultation among the three public systems is essential, and inclusion of the independent colleges and universities will be vital to the success of regional academic planning efforts.

- b. \$3.1 million for administrative costs related to the implementation of new programs in 1992-93 for alternative payment providers.
- c. \$900,000 for support of 1992-93 child care services provided under certain contracts with migrant child care centers and centers constructed through Department of Housing and Urban Development grants.
- d. Start-up costs for contract transfers, up to \$300,000.
- e. Children's Council of San Francisco, \$215,571.
- f. Southern California Youth and Family Center, \$87,957. These funds shall be reduced on a dollar-for-dollar basis for funding received through an approved contract from the federal Child Care and Development Block Grant.
- g. \$2.8 million for partial support of certain child care and development center-based programs that can no longer be supported by "75 percent" federal block grant funds due to changes in the federal definition of parental choice.

To the extent that carry-over funds available for expenditure in fiscal years 1992-93 and 1993-94 exceed the requirements listed in (a) through (g) above, it is the intent of the Legislature that the Department of Education, in consultation with the Governor's Office of Child Development and Education and the Governor's Child Development Programs Advisory Committee, develop and implement a plan for quality improvement activities, not to exceed \$2.5 million. This plan shall be consistent with the quality improvement activities funded through the federal Child Care and Development Block Grant.

#### **Item 6420-001-001—California Postsecondary Education Commission**

1. *Long-Term Planning for Program Course Offerings in Higher Education.* It is the intent of the Legislature that the University of California (UC), the California State University (CSU), and, to the extent possible, the California Community Colleges (CCC) consult with each other on a regional basis as plans for campus budget reductions are developed, in order to ensure that particular geographic regions continue to offer an adequate balance of academic program offerings and courses. The UC, the CSU, and the CCC shall report jointly to the policy and fiscal committees of the Legislature, the Joint Legislative Budget Committee, and the California Postsecondary Education Commission (CPEC) by February 15, over a three-year period beginning in 1994, on their efforts to comply with this section. If necessary, the CPEC shall convene a working group of the segments of public postsecondary education in order to facilitate the delivery of the report.



**Item 6440-001-001—University of California**

1. *Budgeted Enrollment for 1992-93 and 1993-94.* It is the intent of the Legislature that the University of California (UC) general campus budgeted enrollment in 1992-93 and 1993-94 be set equal to 17.61 (the current student faculty ratio) times the number of full-time equivalent (FTE) faculty in the system in each respective year.
2. *Master Plan Enrollment Levels for 1993-94 and 1994-95.* It is the intent of the Legislature that, for 1993-94, the UC shall continue to accept all applicants who are fully eligible, using the Master Plan definition of eligibility, regardless of budget reductions. It is further the intent of the Legislature that, if at any time during 1993-94 a decision is made by the UC not to accept, in 1994-95, all applicants who are fully eligible, using the Master Plan definition of eligibility, the UC shall provide written notice to the appropriate chairs of the committees that consider appropriations, the appropriate policy committee chairs, and the Chair of the Joint Legislative Budget Committee, at least 30 days prior to implementation.
3. *Faculty Workload.* It is the intent of the Legislature that the UC (a) reformulate its systemwide guidelines for faculty teaching loads in order to increase teaching and teaching effectiveness and (b) develop an administrative process to insure implementation of the guidelines. It is further the intent of the Legislature that the university report on the implementation of this legislative intent in UC's annual report on faculty workload to be submitted in February 1994.
4. *Loan, Teaching Hospitals, and Student Fees.* It is the intent of the Legislature that the UC shall not use student fee revenue in 1993-94 or in any subsequent fiscal year to pay principal and interest expenses on any loan the UC may draw to balance its 1992-93 budget. It is further the intent of the Legislature that (a) the principal and interest payments on any loan drawn by the UC to balance its 1992-93 budget be repaid by the university and (b) the UC will take an amount equivalent to that needed to pay the loan's principal and interest from teaching hospital revenue in recognition of the hospitals' current financial situation and past special state capital outlay funding for the hospitals.

It is the intent of the Legislature that this action shall result in a student fee decrease of \$100 from that proposed by the regents.

5. *Technology Development Proposal.* It is the intent of the Legislature that the UC provide a report on its proposal to retain future increases in the state's share of UC patent income to partially support a new technology development corporation to enhance its efforts in technology transfer. This report shall be submitted to the legislative fiscal committees, the California Postsecondary Education Commission,

and the Joint Legislative Budget Committee by November 1, 1993. The current state policy regarding the sharing of patent income—which provides a state share equal to 25 percent of patent income after provision has been made for administrative and legal costs and the inventor's share—shall stay in effect pending review by the Legislature of the UC's report and, if found desirable, formal action by the Legislature to change the policy. The university may use budgeted funds to initiate this program in 1993-94, pending legislative review of the proposal.

6. *Private Contracting.* It is the intent of the Legislature that the UC adhere to Section 19130 of the Government Code (Standards for Use of Personnel Contracts) in the same manner as other state agencies.
7. *Salaries and Student Fees.* It is the intent of the Legislature that the legislative augmentation of \$50 million to the Governor's January budget be used to (a) reduce the proposed salary cut by 15 percent and (b) ensure that the student fee increase for 1993-94 is no greater than \$630 per student.
8. *Long-Term Planning for Program Course Offerings in Higher Education.* It is the intent of the Legislature that the UC, the California State University (CSU), and, to the extent possible, the California Community Colleges (CCC) consult with each other on a regional basis as plans for campus budget reductions are developed, in order to ensure that particular geographic regions continue to offer an adequate balance of academic program offerings and courses. The UC, the CSU, and the CCC shall report jointly to the policy and fiscal committees of the Legislature, the Joint Legislative Budget Committee, and the California Postsecondary Education Commission (CPEC) by February 15, over a three-year period beginning in 1994, on their efforts to comply with this section. If necessary, the CPEC shall convene a working group of the segments of public postsecondary education in order to facilitate the delivery of the report.
9. *Cesar Chavez Center.* It is the intent of the Legislature that the UC report on the implementation of (a) the organization of the Cesar Chavez Center for Interdisciplinary Instruction in Chicana and Chicano Studies, (b) the 1993-94 fiscal year funding appropriated for the center; (c) the appointment, composition, and number of temporary and permanent faculty to the center; (d) the commitments to curriculum, including a senior faculty appointment responsible for course development; (e) the consistency in course offerings, taught by a combination of tenured faculty, temporary faculty, and teaching assistants, to mount and maintain the program; (f) the level of faculty participation in the program, and administrative provisions to replace faculty on leave, departing, or retiring, and (g) the estimated budgeted funding level for fiscal year 1994-95. The UC shall report to the Joint Legislative Budget Committee and the legislative fiscal committees on the implementation of the Cesar Chavez Center for Interdisciplinary Instruction in Chicana and Chicano Studies by January 15, 1994.

### Proposal for Intersegmental Consultation on Academic Program Offerings

The Supplemental Report of the 1993 Budget Act included a provision that UC, CSU, and, to the extent possible, the Community Colleges consult with each other on a regional basis as plans for campus budget reductions are developed. The object of the consultation is to ensure that an adequate balance of programs and courses will continue to be offered in the various geographic regions of the state. A report to the Legislature, the Joint Legislative Budget Committee, and CPEC on efforts to comply with this language is due by February 15 for three years beginning in 1994.

The regional planning process will begin with closer collaboration between CSU and UC, adding the Community Colleges and independent institutions to the consultation process in subsequent years. In this first year (1993-94), CSU and UC will consult with each other in a number of forums. One or two joint meetings per year of Vice Chancellors and Vice Presidents for Academic Affairs are proposed. The first meeting, in Fall 1993, would be for the purpose of developing a process for consultation that would go beyond annual joint meetings. The focus of these meetings would be on opportunities and incentives for intersegmental cooperation and complementarity in the region, rather than on program discontinuation per se.

Both UC and CSU have recently increased efforts to strengthen their own planning efforts and to share system resources across campuses. The CSU Vice Presidents for Academic Affairs are discussing procedures for developing and offering programs on a regional basis. UCOP is reconstituting its joint administrative/senate/student academic planning body as the Academic Planning Council. In addition, a UC systemwide Planning/Coordination Team has been created to support and provide informational links among universitywide bodies with responsibility for planning, such as the Enrollment Task Force and the Task Force on Intercampus Programs and Distance Learning. UC and CSU will need to consider how planning groups within each of the two systems can facilitate sharing of information about such pertinent issues as enrollment planning, academic program planning, and distance learning.

The question of the delineation of "regions" remains to be resolved, and any debate about regions must retain some flexibility. Some campuses quite clearly form an intersegmental cluster that serves an area that could reasonably be identified as a region. Others may be near the boundaries of regions and might logically be involved in coordinated planning with more than one group of campuses. The identification of regions within which the most intensive consultation should take place will be an early goal of the academic officers.

Staff in the CSU Office of the Chancellor and UC Office of the President will jointly prepare the report that is due in February 1994, setting forth the process that has been developed by the academic officers of the two systems.

**PARTIAL LIST OF COLLABORATIVE AGREEMENTS AND ACTIVITIES  
BETWEEN UC, CSU, CCC'S AND OTHER INSTITUTIONS IN CALIFORNIA**

UC and CSU campuses were asked to provide information on current cooperative efforts between the segments and reported a variety of programs and other kinds of collaborative arrangements. This list is not exhaustive; some campuses responded to the request for information in far greater detail than did others, and CSU included collaborations with the community colleges and independent institutions that did not involve UC.

**A. JOINT DOCTORAL/MASTER'S PROGRAMS**

**1) Between UC/CSU**

The following is a list of graduate-level curricula leading to a Ph.D., Ed.D. or M.P.T. degree offered cooperatively by UC and CSU. Students are admitted by both institutions and both institutions confer the degree.

UCB and San Francisco State University:	Special Education, Ph.D.
UCLA and CSU, Los Angeles:	Special Education, Ed.D.
UCD and CSU, Fresno:	Education Leadership, Jt. Ed.D.
(Involves faculty from UCLA, UCSC, UCSB)	
San Diego State:	Ecology, Ph.D.
UCSD and San Diego State:	Biology, Ph.D.
	Chemistry, Ph.D.
	Clinical Psychology, Ph.D.
	Engineering Sciences (Applied Mechanics), Ph.D.
	Mathematics and Science Education, Jt. Ph.D.
	Public Health (Epidemiology), Ph.D.
UCSF and San Francisco State University:	Physical Therapy, M.P.T.
UCSB and San Diego State:	Geography, Ph.D.

**2) Between CSU and Independent institutions**

- Two CSU campuses, Long Beach and San Diego, offer doctoral programs jointly with Claremont Graduate School.

- CSU and Mills College have a cross-registration agreement
- CSU San Bernadino has articulated one concentration in the MA in Psychology with a doctoral program at Claremont Graduate School, enabling a seamless transfer for students. San Bernadino has a similar arrangement for graduates of the MS in National Security Studies to transfer to Claremont's Ph.D. in Political Science.

## **B. RECRUITMENT AND OUTREACH**

### **1) Undergraduate**

- UC/CSU campus collaborations on presentations throughout the state for prospective students and their parents; for instance:
  - UCB and Sacramento State in the development of the Northern California College Night/Transfer Day schedule;
  - UCB and CSU Hayward participate actively in the East Bay Consortium of Educational Institutions, which sponsors various early outreach information and academic programs for low-income and underrepresented minority students in the East Bay.
- California Academic Partnership Program (CAPP) is a program whose objective is to improve secondary school curriculum and the ability of students to benefit from these improvements through advisement, articulation, campus visits, curriculum development and implementation, parent involvement, summer programs, teacher-in service and tutoring.
- California Student Opportunity and Access Program (Cal-SOAP) is a program whose objective is to improve the flow of information regarding postsecondary educational opportunities as well as to raise the achievement levels in order to increase enrollment in postsecondary education.
- Mathematics, Engineering, Science Achievement (MESA) is a program whose objective is to increase the number of students from historically underrepresented backgrounds in math-based fields in college through campus visits, motivational speeches by individuals from the private sector and postsecondary educational institutions, participation in science fairs, skill development classes, tutoring, and visits to business industry.

### **2) Transfer**

- ASSIST is a computerized articulation and transfer planning system. It allows students, counselors, and educators access to a very large and comprehensive database of academic information and opportunities within California higher

education. Thirty-eight colleges currently participate in ASSIST, including 18 community colleges, 12 CSU campuses, and the eight general campuses of UC. To offer the state's counselors and students the most effective source of transfer planning information, ASSIST plans to include all public postsecondary institutions in the state.

- Ensuring Transfer Success (ETS) is a counselor institute that was developed to provide in-depth training for both new counselors and those who are new to transfer advising. The purpose of the institute is to provide participants with comprehensive knowledge about UC and CSU admission processes for Community College transfer students.
- The Puente Project is dedicated to increasing to numbers of Mexican American students who successfully transfer from community colleges to four-year colleges. Through writing, mentoring and counseling, Puente helps students acquire the skills they need to pursue and complete bachelor's degrees.
- The Intersegmental General Education Transfer Curriculum (IGETC) is a series of courses prospective transfer students may complete to satisfy the lower division breadth/general education requirements at both the UC and the CSU. It was developed to simplify the transfer process for students. The IGETC, which replaced the UC Transfer Core Curriculum, is most helpful to students who want to keep their options open - those who know they want to transfer, but who have not yet decided upon a particular institution, campus, or major.
- The UC campuses offer a variety of programs in support of transfer admission, particularly for community college students. Under some programs, students at certain community colleges are guaranteed admission to a UC campus if they meet specific requirements. Other programs provide extensive academic and admission support services to transfer applicants, but do not guarantee admission.
- Transfer centers:
  - programs, located in Community College campuses, which collect, organize and distribute information needed by students preparing for transfer. UC campus and systemwide admissions and outreach offices are in regular contact with staff at transfer centers to provide support, information and advice about transfer.
- The ICC's (Intersegmental Coordinating Council) Progress of Students Subcommittee is sponsoring a task force to discuss collaborative research on transfer among UC, CSU and the community colleges. Activities to date include an exchange of student files of first-time freshmen at the Community Colleges in 1990-91 and 1991-92.

- Other collaborative research efforts include an ambitious pilot project between the UC Office of the President and the Contra Costa Community College District. Data on applicants, admitted and enrolled students over 10 years have been provided to the community college district to identify transfer patterns and characteristics of transfer students.

### **3) Graduate Students**

- UCSD has an agreement with San Diego State, to interchange graduate students in the Master's program. A graduate student in an approved designated program may take a maximum of one course per term at the other institution without paying additional fees, subject to approvals of home and host departments. Six academic departments are participating in this student interchange agreement, including French, music, and political science.
- UCR is developing an articulation agreement with CSU San Bernadino for their best M.A. students in school psychology to be recommended for UCR's Ph.D. program.
- The California Pre-Doctoral Program enables up to 75 minority and women students enrolled at CSU to participate in disciplinary conferences; to travel with CSU faculty to visit UC graduate programs; to develop a plan for doctoral study, select the most appropriate graduate schools and prepare applications. These Pre-Doctoral scholars are guaranteed participation in UC's Summer Research Internship Programs. CSU Master's students may work with UC faculty on their research interests. The Pre-Doctoral Program is overseen by a CSU-UC advisory committee with faculty and administrators from both systems; funding is provided by UC and CSU.

### **C. CONSORTIA AND FORUMS**

- California Consortium of Minority Graduate Education comprised of graduate deans from UC, CSU and the independent institutions, is developing a mechanism to encourage large numbers of California's minority undergraduates and Master's students to consider doctoral education.
  - The Consortium developed the California Minority Graduate Education Forum to provide information and advice on graduate studies and academic careers. The Forum is a day-long series of workshops and panels led by faculty and administrators from UC, CSU, and the independent colleges and universities. There is no cost to student participants, since funding for the Forum came from recruiter fees, foundation and corporate support, and in-kind contributions from Consortium institutions.

- UCSF and San Francisco State are members of the San Francisco Consortium, which arranges for students enrolled in any of the member institutions to register for courses without having to pay tuition at another member institution.
- UCI is the lead campus for the California Alliance for Minority Participation in Science, Engineering, and Mathematics (CAMP). This alliance is a consortium of UC campuses, CSU, Community Colleges, independent colleges and universities, and national laboratories. The goals are to double the number of under-represented students receiving bachelor's degrees in science, engineering, and mathematics; to remedy barriers to minority participation that exist at the principal transition points in the science careers pipeline; and to organize corporate councils that provide opportunities for student placement, particularly for minority women, in industrial laboratories.
- The Sacramento Area Superintendents Forum has been jointly hosted over the past five years by UCD, CSU, and the Los Rios Community College District. Participants include superintendents from K-12 school districts in the greater Sacramento area. The Forum promotes education-business alliances designed to improve both schooling and the quality of the labor pool in the Sacramento area.
- The Southern California Consortium on International Studies (SOCCIS), which includes CSU, UC and independent institutions in southern California, has an agreement that permits students from any member institution to take designated internationally related courses at any other institution without the payment of additional fees. (This agreement began with foreign-language courses offered at UCLA and has since expanded to other fields.)
- Sacramento State participates in the Capital Education Consortium which includes representatives from K-12, UC, University of the Pacific, and the community colleges in the region. This group meets regularly to discuss issues of mutual concern.
- San Jose State participates in a local community college consortium on admissions and transfer, and program changes are brought to this group.

#### **D. OTHER ACADEMIC AND ADMINISTRATIVE COOPERATION AND COLLABORATION**

##### **1) Academic**

- UCD, CSU Fresno, Sacramento State, and San Francisco State faculty collaborate on a wide range of research and development efforts.



- Faculty-to-faculty collaboration, including co-teaching experiences, on issues of teacher preparation and K-12 education:
  - professional teacher development through the California Subject Matter Projects in the arts, foreign language, history-social sciences, international studies, literature, mathematics, science, and writing
  - the effectiveness of curriculum in creating conceptual change in student teachers' schema about science concepts and principles;
  - an assessment battery to license school psychologists and speech language therapists to work with culturally and linguistically diverse students;
  - preparing teachers to implement curriculum in science and technology for language minority students; and
  - a multi-year study of restructuring and de-tracking in an innovative, multi-ethnic high school.
- Engineering faculties at UCR and CSU San Bernadino together with the Inland Empire Economic partnership, are developing a proposal for an electronic library data base.
- Another effort is focused on a statewide delivery mechanism of manufacturing assistance; this collaboration involves faculty, students, and UC's Cooperative and University Extension programs.
- At the School of Education, UCR and CSU San Bernadino have a state funded project to develop a support and assessment system for teachers in Riverside and San Bernadino counties.
- UCSD and San Diego State offer Earth Sciences field courses jointly as a way to share faculty and equipment and to arrive at a critical mass in some of the field courses.
- The Inland Area Writing Project is a collaborative UCR/CSU San Bernadino Project to share UCR/CSU San Bernadino expertise in training high school teachers. While this is mainly a summer project, there are also seminars for the teachers throughout the year.
- UCSD has faculty from San Diego State teach courses that are required but for which UCSD has no permanent faculty. Subjects include structural engineering, earth sciences, accounting, history, quantitative methods and art.
- San Diego Mesa College offers courses in mathematics and English on the UCSD campus which provides space and teaching assistant support for the courses; San Diego City College has a similar arrangement with San Diego State.

- Community college faculty teach English courses at the UCD campus.
- UCSD faculty are helping CSU San Marcos in developing an Asian studies program, and there may be consortium arrangements between the two campuses.
- CSU Fresno and UCSF collaborate to provide clinical experience for students in the nurse practitioner and other health-related programs and through such collaboration enlarge the medical professions pipeline.
- San Diego's UC Extension Program has cooperative projects with San Diego State in areas such as alcohol and drug studies, teacher education in science and technology, and regional economic development issues.
- The Provost at CSU San Marcos meets regularly with his counterpart at UCSD.
- CSU Bakersfield budgets support meetings of Bakersfield faculty with their community college counterparts.
- The San Diego Imperial County Community College Association meets monthly; a representative from San Diego State meets with them.
- The Provost at CSU Chico is on the Butte College Partnership Council, which plans 2 + 2 and 2 + 2 + 2 programs.
- Representatives of Butte College, CSU Chico, and UCD meet regularly on the Northern California Academic Partnership Council.
- The Provost at CSU Los Angeles meets with Vice Presidents from LA basin Community Colleges occasionally.
- CSU Northridge participates in the Tri Valley Disciplines Conference, annual meetings of faculty from community colleges and independent institutions with faculty from CSU Northridge.
- Representatives from CSU San Marcos, Mira Costa College, and Palomar College meet regularly.
- The instructional deans at CSU Bakersfield meet regularly with their community college counterparts.
- There are regular meetings between the Vice President for Academic Affairs at CSU Dominguez Hills and the chief academic officers of community colleges in the region.

- The Science Dean at CSU Los Angeles meets with South Basin Social Science Program group (CC, CSU Dominguez Hills, CSU Long Beach).
- The Engineering Dean at CSU Los Angeles meets twice per year with Engineering Liaison Committee (CCC, CSU, UC).

## **2) Administrative**

- CSU Chico reports that Agriculture administrators from CSU and UC campuses meet annually.
- The Presidents of all universities and colleges in the San Francisco Consortium meet regularly.
- CSU Fresno reports that there is regular contact with administrators in specific curricular areas at UCSF, UCB, UCD.
- The Dean of Undergraduate Studies at San Francisco State consults regularly with administrators of community colleges in the region.
- CSU San Bernadino reports regular meetings of the deans and department chairs with community college faculty and administrators. The Presidents of all public and private institutions in the region meet regularly. CSU San Bernadino also participates in the Inland Empire Higher Education Roundtable, which discusses educational planning, with representatives from K-12, community colleges, four-year institutions, and community leaders.
- A number of CSU, UC, and independent institutions cooperate in offering ROTC.

## **3) CSU Intra-Campus Collaboration**

Most of the following examples involve the use of interactive video, with the instructor at one location and some of the students at a different location.

- San Francisco State and CSU Sonoma are cooperation in providing an emphasis within the major in nursing to students and CSU Hayward and CSU Humbolt.
- CSU Dominguez Hills and CSU Bakersfield shared a specialized course in medical technology students.
- Cal Poly Pomona is offering a course at Cal Poly San Luis Obispo.

- CSU Chico and CSU Fresno participate in offering seminar series in Agriculture, available to students at both campuses.
- CSU Fullerton and CSU Long Beach are cross-listing the other's graduate French and German courses, available at both campuses.
- CSU Los Angeles, CSU Long Beach, and CSU Northridge have long cooperated in offering a master's program in Geology. Coursework offered at each campus is available to students from any of the three campuses.
- CSU Los Angeles and CSU Long Beach alternate teaching the CSU Los Angeles summer quarter geology fieldwork course.

#### 4) CSU and Community Colleges

All CSU campuses have articulation agreements with one or more community colleges. Some participate in regular meeting of articulation officers on a regional basis. Faculty from some CSU campuses meet regularly with their counterparts at colleges in the service area to discuss curricular changes, prerequisites, etc.

- San Diego State, CSU Fullerton, and CSU Chico report cooperative programs in remediation with area community colleges.
- CSU Chico provides a facility for a course in photography, taught by a Butte College faculty member, with equipment provided by Butte students.
- CSU Chico and Butte College cooperate in offering a certificate in Manufacturing.
- CSU Chico and Butte College each offer certain lower division courses to students in both institutions, enabling each to compliment the other's programmatic capabilities.
- Coastline Community College offers a general education course at CSU Dominguez Hills. CSU Dominguez Hills offers upper-division courses leading to a BA degree at Coastline College. This coursework is offered via interactive video.
- CSU San Bernadino operates an off-campus center at College of the Desert, providing upper-division coursework to students in that area.
- Cal Poly San Luis Obispo, which is authorized to maintain certain two-year programs, and Cuesta College now offer a joint associate degree in agriculture. The agreement allows Cuesta students to live in Cal Poly residence halls and participate in campus life.

# CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature

## Members of the Commission

The Commission consists of 17 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. Six others represent the major segments of postsecondary education in California. Two student members are appointed by the Governor.

As of April 1995, the Commissioners representing the general public are

Henry Der, San Francisco, *Chair*  
Guillermo Rodriguez, Jr., San Francisco, *Vice Chair*  
Elaine Alquist, Santa Clara  
Mim Andelson, Los Angeles  
C. Thomas Dean, Long Beach  
Jeffrey I. Marston, San Diego  
Melinda G. Wilson, Torrance  
Linda J. Wong, Los Angeles  
Ellen F. Wright, Saratoga

Representatives of the segments are

Roy T. Brophy, Fair Oaks, appointed by the Regents of the University of California,  
Yvonne W. Larsen, San Diego, appointed by the California State Board of Education,  
Alice Petrossian, Glendale, appointed by the Board of Governors of the California Community Colleges,  
Ted J. Saenger, San Francisco, appointed by the Trustees of the California State University,  
Kyhl Smeby, Pasadena, appointed by the Governor to represent California's independent colleges and universities, and  
Frank R. Martinez, San Luis Obispo, appointed by the Council for Private Postsecondary and Vocational Education

The two student representatives are  
Stephen Lesher, Meadow Vista  
Beverly A. Sandeen, Costa Mesa

## Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory body to the Legislature and Governor, the Commission does not govern or administer any institutions, nor does it approve, authorize, or accredit any of them. Instead, it performs its specific duties of planning, evaluation, and coordination by cooperating with other State agencies and non-governmental groups that perform those other governing, administrative, and assessment functions.

## Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, Warren Halsey Fox, Ph.D., who is appointed by the Commission.

Further information about the Commission and its publications may be obtained from the Commission offices at 1303 J Street, Suite 500, Sacramento, California 95814-2938, telephone (916) 445-7933.

# PROGRESS ON REGIONAL ACADEMIC PLANNING

## Commission Report 94-5



ONE of a series of reports published by the California Postsecondary Education Commission as part of its planning and coordinating responsibilities. Single copies may be obtained without charge from the Commission at 1303 J Street, Suite 500, Sacramento, California 95814-2938. Recent reports include

- 93-18 *Appropriations in the 1993-94 State Budget for Higher Education: A Staff Report to the California Postsecondary Education Commission* (September 1993)
- 93-19 *Commission Activities and Concerns of the Past Decade: A Retrospective of Issues Confronting California Higher Education Between 1983 and 1993* (September 1993)
- 93-20 *Library and Information Services Education in California: A Report to the Intersegmental Program Review Council from the Staff of the California Postsecondary Education Commission* (October 1993)
- 93-21 *Who Will Take Responsibility for the Future of California Higher Education? A Statement by Clark Kerr to the California Postsecondary Education Commission, October 25, 1993* (October 1993)
- 93-22 *Creating a Campus for the Twenty-First Century • The California State University and Fort Ord* (October 1993)
- 93-23 *Restabilizing Higher Education: Moderating the Impact on California's College Students and the State's Future from Cutting State Support for Higher Education by \$1.4 Billion Over the Past Three Years: Report of the Executive Director of the California Postsecondary Education Commission, December 1993* (December 1993)
- 93-24 *The State of the State's Educational Enterprise: An Overview of California's Diverse Student Population* (December 1993)
- 94-1 *Legislative and State Budget Priorities of the Commission, 1994: A Report of the California Postsecondary Education Commission* (January 1994)
- 94-2 *Good Works: The Impact of the Human Corps on California's Public Universities: An Evaluation for the Legislature of the Effects of Assembly Bill 1820 (Chapter 1245, Statutes of 1987)* (April 1994)
- 94-3 *A Western Compact: A Report on California's Continued Membership in the Western Interstate Commission for Higher Education (WICHE)* (April 1994)
- 94-4 *Faculty Salaries in California's Public Universities, 1993-94: A Report to the Legislature and the Governor in Response to Senate Concurrent Resolution No. 51 (1965)* (April 1994)
- 94-5 *Progress on Regional Academic Planning: A Staff Report to the Commission in Response to the First in a Series of Joint Reports on Regional Academic Planning by California's Public Systems of Higher Education* (April 1994)
- 94-6 *Progress on College and University Assessments of Campus Climate: A Staff Report to the California Postsecondary Education Commission* (April 1994)
- 94-7 *Will the "Three Strikes" of (1) Escalating Prison Costs, (2) An Inflexible State Budget, and (3) Frozen State Revenues Strike Down Your Children's College Chances? A Message to Every Californian from Warren Halsey Fox, Executive Director, California Postsecondary Education Commission* (April 1994)